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Intensive Teaching to Improve Vocabulary

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More Dynamite for your Dollar

Intensive Teaching to Improve Vocabulary

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The Critical Role of Vocabulary

Vocabulary

Oral Language Comprehension

Word Recognition

Effective Reading

Independent Reading

Phonemic Awareness

Letter -Sound Knowledge

Academic Success
Contrasting Approaches

**Student Centred**
- “Narrative”
  - Literature-based activities
  - Discuss word meanings
  - Consider word choice
  - Use interesting words

**Direct Deep**
- “Rich”
  - Child-friendly definitions
  - Contextual understanding
  - Fewer, more pertinent words
  - Revisit and revise 3+ times

**Direct Broad**
- “Maxi”
  - Present many more words
  - Provide brief definitions
  - Use a range of word difficulties
  - Revisit and revise

Sources:
- Annandale et al
- Beck & McKeown
- Biemiller & Boote
The Research Questions

- Will students effectively learn new words through a story-based vocabulary program?
- Will one approach be more effective than others in helping students to learn new words?
- Will word difficulty affect word learning?
- Will children with better vocabularies learn more words?
- Will teachers find the program useful and effective?
The Research Design

Standardised Tests – All schools (PPVT Receptive and EVT Expressive Vocab)

Gwellup
- Narrative Set A (Pre & Post Test)
- Maxi Set C (Pre & Post Test)
- Rich Set B (Pre & Post Test)

Emmerson
- Rich Set C (Pre & Post Test)
- Narrative Set B (Pre & Post Test)
- Maxi Set A (Pre & Post Test)

Twickenham
- Maxi Set B (Pre & Post Test)
- Rich Set A (Pre & Post Test)
- Narrative Set C (Pre & Post Test)

Combined and adapted vocabulary programs – Control schools

Focus checks
The Clever Talk Program

“Well, I am a hardworking pig, you know. My meat is awfully tough. Shouldn’t you massage me first to make a more tender roast? Just a thought, Mr. Fox.”

Day 1: When you prefer something, you like it better than other things.

Day 2: When someone gives you a massage, they rub or push on your muscles to help them feel loose and relaxed and stop them aching.

Day 3: Food that is tender is soft, and easy to cut or chew.

Day 4: Something that’s tough is hard to break. Food that is tough is hard to cut and chew.
Which picture shows the place where people dwell?
What does ‘dwell’ mean? Where could people dwell?
<table>
<thead>
<tr>
<th>Teacher Reflection Theme</th>
<th>Narrative</th>
<th>Maxi</th>
<th>Rich</th>
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</thead>
<tbody>
<tr>
<td>Enjoyment of stories</td>
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<tr>
<td>Ease of use</td>
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<td>Students engaged &amp; interested</td>
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<tr>
<td>Word learning and word use</td>
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<tr>
<td>Can be integrated, adapted, extended</td>
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<td>Stories too long/complex/read too often</td>
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<td>Too time consuming</td>
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<td>Students disengaged/disinterested</td>
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<td>Too many words or words too difficult</td>
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<td>Hard to find or develop resources</td>
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Limitations and Future Directions

**Confounding variables**
- Teacher quality and fidelity of implementation
- English language learners

**Limitations**
- Only 3 intervention classes/schools & 3 approaches
- Limited time to trial each approach

**Implications**
- Need for planned, high intensity vocabulary teaching
- Need to provide teachers with resources and training

**Future directions**
- Adaptations to improve model (integration, genres, texts)
- Minimal requirements to effect *generalized* change
- Broader issues of *sustainable* pedagogical improvement